

AESA News and Comment

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American Educational Studies Association

January 2006

2006 AESA Convention, November 1 – November 5, 2006 The Red Lion Hotel, Spokane, WA

The 2006 AESA annual conference and meeting will be held in downtown Spokane, Washington, at the Red Lion Hotel at the Riverfront Park. This is an exciting location, in a city that offers a vibrant night life, easy access to an extensive park system, and excursions to nearby wilderness areas. Complimentary shuttle service is available to and from the nearby airport.

Call for Proposals

Proposal Deadline – April 28, 2006

CONFERENCE THEME:

Affirming Diversity/Challenging Inequality: Are We “Making Progress”?

This year’s conference is organized around the joint themes of diversity and inequality, and the question of whether we are making progress in public education. We hear much talk these days about multicultural education and diversity in public education at all levels. But for all the attention given to multiculturalism and diversity, there is a good deal of evidence that schools continue to be “normalizing” institutions that treat those marginalized by class, race, gender, sexual orientation, and other markers of difference in terms of abnormality and deficiency. Similarly, we hear much talk from policy-makers that racial and socioeconomic achievement gaps have been narrowing due to reforms associated with “No Child Left Behind.” At the same time, there is evidence that entrenched racial and socio-economic inequalities in education persist and are even widening, and that many poor black, Hispanic, and white youth are choosing to drop out before being pushed out of the system. This suggests that public schools continue to play an important role in

producing and reproducing inequalities rather than challenging them, and that the language of “No Child Left Behind” masks the reality of what is happening in our nation’s schools. Furthermore, as inequalities in the larger society have increased in the age of transnational capitalism, these inequalities have made it ever more difficult for public educators to “leave no child behind.” In this crucial time in the history of public education, we believe it is important for voices in the foundations of education and the cultural studies of education to raise questions not only about how much progress we are really making in the nation’s schools in affirming diversity and challenging inequality, but also about how progress has been understood within dominant narratives in American education and public life, and whose interests have been served by “progress.” We might even ask, as postmodern theorists have, whether the idea of progress – and the project of progressivism – might best be abandoned in this post-utopian age. We think it makes more sense to think about progress, and progressivism, in new ways that open up opportunities to advance democratic projects in diverse educational sites. At a time when the language of “making progress” has been appropriated by those on the political right to mask some very undemocratic projects, progressives will need to articulate forceful counter-narratives of progress in education that open up democratic counter-paths.

(continued on p. 2)

Proposals due by April 28, 2006

Conference proposals must be submitted electronically, using an online website, at the following URL:

<http://facilitate.coe.uga.edu/aesa1/aesa.html>

Call for Proposals

The AESA Program Committee invites proposals for papers, panels, and symposia that address these and other issues in the cultural foundations of education, the cultural studies of education, and related fields. In particular, the Committee is interested in proposals in four general areas: (1) papers that analyse state-sponsored reform initiatives, movements, and policy discourses in public education, specifically with regard to diversity, multiculturalism, and equity, and that situate these discourses within a cultural context; (2) papers that explore how young people learn to construct class, race, gender, sexual and other identities through the schooling process and in relation to various "Others," including an assessment of how public schools might respond; (3) papers that present case studies of "doing" multicultural teaching, or challenging inequalities, within specific educational sites – schools and classrooms – including an assessment of the forces that stand in the way of change; and (4) papers that explore diversity, multiculturalism, and equity from a primarily theoretical standpoint, including theoretical critiques of dominant narratives of progress in public education and public life and the articulation of counter-narratives and epistemologies of progress in a postmodern age.

We welcome papers from a full range of disciplinary and theoretical perspectives (including history, philosophy, sociology, anthropology, and cultural studies) and from those working in a number of interrelated fields, including: the foundations of education, the cultural studies of education, curriculum theory and curriculum studies, comparative education, educational policy, and educational leadership. Proposals may be submitted for individual papers, symposia, panels, and alternative presentations until **April 28, 2006**. We encourage proposals for symposia and panels that bring together papers within a single discipline or field, as well as those that bring together papers across disciplines and fields. Graduate students are encouraged to submit individual paper proposals or proposals for symposia with faculty.

Proposal Categories

Individual Paper Proposal: The Program Committee welcomes individual paper proposals, with the understanding that those accepted will be grouped together around common or overlapping themes, in the form of a symposium or panel with an assigned chair and/or discussant. Presenters will have approximately 20 minutes to read, summarize, or discuss their individual papers. Completed papers should be submitted to chairs and discussants by October 1, 2006.

Symposium Proposal: A symposium typically is composed of three to five participants who present papers (or summarize and discuss their papers), as well as a chair and a discussant. Each symposium is organized around a common theme. Along with information on participants (including email addresses and affiliations), a symposium proposal should include: the title of the symposium, a brief (one or two paragraph) overview of the symposium theme, and the title and brief description of each paper. Most symposia will be allocated 90 minutes on the program. Time should be allowed for an introduction of the symposium by the chair, a presentation of the papers, comments by the discussant, and audience questions and involvement. Symposia papers should be submitted to chairs and discussants by October 1, 2006.

Panel Proposal: A panel typically is composed of three to six participants who discuss their scholarly work within the context of a dialogue or conversation on a topic or theme related to the conference theme. Typically, each panelist is given 10-15 minutes to discuss the topic, present theoretical ideas, and/or point to relevant research. A chair should be identified who introduces the panel and frames the issues and questions being addressed. We encourage (but do not require) organizers of panels to include a discussant as well who reacts to the comments of the panelists. Panels will be allocated 90 minutes on the program, and the chair should be responsible for insuring that participants adhere to time limits.

Alternative Format and Special Interest Group Proposals: Alternative proposals that do not fit into the above categories, such as performances, video presentations, and open round-table dialogues, are encouraged. We also welcome proposals organized around the building of special interest groups (such as the eco-justice group, groups organized around research on race, gender, class, or sexuality, or groups organized around theoretical perspectives such as cultural studies). (*continued on p. 3*)

Proposal Guidelines and Submission Procedures

Proposals due by April 28, 2006

Conference proposals must be submitted electronically, using an online website, at the following URL:

<http://facilitate.coe.uga.edu/aesa1/aesa.html>

The proposal submission website may also be accessed through a link from the AESA website. Proposals for papers generally should be about two double-spaced pages. Proposals for panels, symposia, and alternative formats should be about three pages in length – excluding information on authors and organizers which is to be submitted separately on the website.

Members of the Program Committee will assume responsibility for reviewing proposals. Criteria for review will include the scholarly quality of the proposal, its educational significance, and its relationship to the conference theme. For a symposium or panel proposal, only the person submitting the proposal (typically the organizer) will be notified. Final submission date is **April 28, 2006**. Any questions regarding proposals or on-line submissions should be directed to Dennis Carlson at carlsodl@muohio.edu.

The Call for Proposals for the 2006 AESA Convention can also be found on the AESA website:
<http://www3.uakron.edu/aesa/CFP2006.html>

Congratulations and Welcome

New Officers, Executive Council Members, & Staff

Vice President

Susan Franzosa, U of Washington, Bothell

Executive Council Members Until 2008

Paula Groves Price, Washington State U

Audrey Thompson, University of Utah

Lisa Weems, Miami University

AESA Co-Historians

Rick Lakes, Georgia State University

Patricia Carter, Georgia State University

Much Thanks to Outgoing Officers and Executive Council!

Past President

Kathleen deMarrais, U of Georgia

Executive Council Members, Terms Completed in 2005

Mary Bushnell Grenier, Queens Coll, CUNY

John Covaleskie, Northern Michigan U

Wanda Pillow, U of Ill, Urbana-Champaign

Editor, News and Comment

Jana Noel, Cal State U, Sacramento

A Note from the AESA News and Comment Editor

After two terms and six years as Editor for the *AESA News and Comment*, I am stepping down from this position at the end of this year. I have really enjoyed getting to know so many of you through the years, and I want to sincerely thank all of those who have worked so diligently to get the information into the newsletter and out to our members.

AESA will be seeking a new editor during this coming year, and I would encourage people to consider applying for this position. It is a wonderful way to meet fellow AESA colleagues and to assist in the operation of the association. Feel free to contact me for further information. I will be happy to work with the new Editor through the first year in order to try to ease the transition.

Jana Noel, noelj@csus.edu, 916-278-5514

Call for Nominations

According to AESA Bylaws, the Nominating Committee prepares "a slate of nominees for office by formally soliciting nominations from the membership of the Corporation, and by its own deliberations." The committee ensures that "the slate broadly represents membership characteristics."

We will be asking for nominations of AESA members to run for the following positions:

- Vice President
- 3 Executive Council members
- Editor, *AESA News and Comment*
- Webweaver, AESA Website

There will be a notice sent out over the AESA listserv with the e-mail address of the Chair of the Nominating Committee in the near future.

Please consider serving for one of these offices!

AESA Web Site

<http://www3.uakron.edu/aesa>

The AESA web site is a valuable source for information on conferences, news and events, and publications. Additionally, you may renew your membership to AESA through the website. Benefits of membership include:

- Educational Studies (Published Quarterly)
- AESA News and Comment (Published Quarterly)
 - Annual Meeting
 - Listserv Discussion Group

R. Freeman Butts Lecture Committee and George Kneller Lecture Committee

Each year at the annual convention we honor R. Freeman Butts, a founder of AESA, and George Kneller, significant contributor to the fields of Educational Studies, by holding lectures in their names. These two committees recommend potential speakers for consideration by the Executive Council. Potential speakers are those who have made significant contributions to the fields encompassed by AESA.

According to the AESA bylaws, "Butts lecturers shall be (1) persons who have made significant contributions to the study of education as a field of academic inquiry; (2) scholars who have addressed the substantive human and societal concerns about education as process and institution; and (3) individuals recognized for their leadership, teaching, and service within the foundations of education or one or more of the constituent disciplines."

If you would like to nominate someone for either of these lectures, please contact the Chair of the appropriate committee listed below.

Chair of the Butts Lecture Committee:
Jesse Goodman, goodmanj@indiana.edu

Chair of the Kneller Lecture Committee:
Barbara Thayer-Bacon, bthayer@utk.edu

Both chairs invite suggestions from members for potential speakers for the 2006 Annual AESA Convention.

**AESA Treasurer's Report 2005
(End of Calendar Year Report)**
Submitted by Deron Boyles, Treasurer

Expenses Paid in 2005

Publications	
<u>Educational Studies (LEA)</u>	\$7,056.00
<u>AESA News and Comment</u>	\$2,000.00
Operating Funds for Officers	
<u>President</u>	\$500.00
<u>Vice-President</u>	\$250.00
<u>Conference/Program Coordinator</u>	\$1,000.00
<u>Secretary</u>	\$2,000.00
<u>Treasurer</u>	\$500.00
Other	
<u>Incorporation Fee (State of Delaware)</u>	\$25.00
<u>Tax Preparation</u>	\$575.00
<u>Reimbursement for Identity Theft Victim</u>	\$30.00
Conference Expenses	
<u>Charlottesville Omni Hotel</u>	\$33,195.29
<u>R. Freeman Butts Lecture (Manning Marable)</u>	\$3,500.00
<u>Kneller Lecture (Charles Mills)</u>	\$3,500.00
<u>Total Expenses</u>	-\$54,131.29

Income Thus Far for 2005

Dues/Membership	
<u>Regular (351 @ \$45)</u>	\$15,795.00
<u>Emeritus (16 @ \$35)</u>	\$560.00
<u>Student (224 @ \$30)</u>	\$6,720.00
Registration	
<u>Regular/Pre (100 @ \$45)</u>	\$4,500.00
<u>Student/Pre (74 @ \$30)</u>	\$2,220.00
<u>Emeritus/Pre (1 @ \$30)</u>	\$30.00
<u>Regular/On-Site (66 @ 60)</u>	\$3,960.00
<u>Student/On-Site (39 @ 40)</u>	\$1,560.00
<u>Emeritus/On-Site (1 @ 40)</u>	\$40.00
Publications	
<u>Educational Studies</u>	\$20,533.69
Other	
<u>Graduate Student Fund Transfer</u>	\$1,050.00
<u>Mailing Lists (Thor and R & R Direct Mail)</u>	\$450.00
<u>University of Illinois Contribution</u>	\$2,000.00
<u>Total Income</u>	\$59,418.69

Perennial Categorical Funds

<u>Maxine Greene Fund</u>	\$20,893.21
<u>Educational Studies (reserve)</u>	\$38,642.83
<u>Reserve Fund</u>	\$11,195.04
<u>Kneller Fund</u>	\$115,559.14

Operating Funds

<u>Checking</u>	\$6,263.33
<u>PayPal*</u>	\$20,302.92
<u>Savings/Money Market</u>	\$1,884.33
<u>Gen. Operating/Conference</u>	\$14,347.54

Total **\$229,088.34**

(* The PayPal account was changed to an interest-bearing money market account on October 23, 2003. The account, as of October 21, 2005, is earning 3.76% annually (up from 2.41% last year). Dividends accrued monthly from October 2004 to October 2005 equal \$351.02. The average cost per transaction on PayPal is \$1.30. There were 102 transactions totaling approximately \$131.00 in fees. Subtracting the costs for PayPal from the dividends from PayPal, AESA nets ~\$220.00 annually, more than enough to recoup the cost of PayPal transaction fees.)

AESA CRITICS' CHOICE AWARD 2005

Each year, a committee of AESA members selects a number of titles it regards as outstanding books that may be of interest to those in educational studies. These books are designated as AESA Critics' Choice Award winners and are displayed prominently at the annual meeting. The Critics' Choice Award serves to recognize and increase awareness of recent scholarship deemed to be outstanding in its field and of potential interest to members of the Association.

AESA 2005

CRITICS' CHOICE COMMITTEE

- ❖ Theodora Berry—U of Illinois, Chicago
- ❖ Pam Bettis—University of Washington
- ❖ Cathryn Chappell—Ashland University
- ❖ Sheryl Conrad Cozart—George Mason U
- ❖ Miguel A. Guajardo—U TX, San Marcos
- ❖ Michael Guzenhauser—U of Pittsburgh
- ❖ Gunilla Holm—Western Michigan U
- ❖ Wendy Kohli—Fairfield University
- ❖ Jeffrey Milligan—Florida State University
- ❖ John Portelli—OISE/University of Toronto
- ❖ Sandra Spickard Prettyman—Un of Akron
- ❖ Joseph Watras—U of Dayton

Thank you to everyone who served on the committee this year. Your support and expertise are greatly appreciated.

The AESA Critics' Choice Selections 2005

- Bettis, P. & Adams, N. (Eds.). (2004). *Geographies of girlhood*. Mahwah, NJ: Lawrence Erlbaum.
- Blount, J. (2005). *Fit to teach: Same-sex desire, gender, and school work in the twentieth century*. Albany, NY: State University of New York Press.
- Canestrari, A. & Marlowe, B. (2004). *Educational Foundations: An anthology of critical readings*. Thousand Oaks, CA: Sage Publications.
- Harris, A. (2004). *All about the girl*. New York: Routledge.
- Hitchcock, J. (2002). *Lifting the White veil: An exploration of White American culture in a multiracial context*. Roselle, NJ: Crandall, Dostie & Douglass Books.
- hooks, B. (2004). *The will to change: Men, masculinity, and love*. New York: Atria Books.
- Hoy, D. C. (2004). *Critical resistance: From poststructuralism to post-critique*. Boston, MA: MIT Press.
- Irvine, J. J. (2002). *In search of wholeness: African American teachers and their culturally specific classroom practices*. New York: Palgrave.
- Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. Crown Publishers.
- Lewis, A. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New York: Routledge.
- Macdonald, V. (2004). *Latino education in the United States: A narrated history from 1513-2000*. New York: Palgrave-Macmillan.
- Mayo, P. (2004). *Liberating praxis: Paulo Freire's legacy for radical education and politics*. Westport, CT: Praeger Publishers.
- Nash, M. (2005). *Women's education in the United States, 1780-1840*. New York: Palgrave.
- Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press.
- Null, J. W. (2003). *A disciplined progressive educator: The life and career of William Chandler Bagley*. New York: Peter Lang.
- Peters, M. A. & Burbules, N. (2004). *Poststructuralism and Educational Research*. Lanham, MD: Rowman and Littlefield.
- Pollock, M. (2004). *Colormute: Race talk dilemmas in an American school*. Princeton, N.J.: Princeton University Press.
- Rethinking Schools. (2004). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.
- Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the Black-White achievement gap*. New York: Teachers College Press.
- Rousmaniere, K. (2005). *Citizen teacher: The life and leadership of Margaret Haley*. Albany, NY: State University of New York Press.
- Smith, M. L., Miller-Kahn, L., Heinecke, W. & Jarvis, P. F. (2004). *Political spectacle and the fate of American schools*. New York: Routledge Falmer.
- Solomon, R. P. & Levine-Rasky, C. (2003). *Teaching for equity and diversity: Research to practice*. Toronto, ON: Canadian Scholars Press.
- Tomasa Dueñas C., Tomasa Dueñas T., López, M., & Sánchez, P. (TransNacionales/TransNational Latinas). (2003). *Recuerdo mis raíces: Remembering my roots and living my traditions*. Scholastic.
- Trueba, E. (2004). *The new Americans: Immigration and the transnational experience*. Rowman and Littlefield.

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